

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Dave Tappan

Official School Name: Louisburg High School

School Mailing Address: 202 Aquatic Drive
P.O. Box 399
Louisburg, KS 66053-0399
County: Miami State School Code Number: 020

Telephone: (913) 837-1720 E-mail: tappand@usd416.org

Fax: (913) 837-1799 Web URL: www.usd416.org/vnews/display.v/SEC/Louisburg%20High

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Sharon Zoellner Superintendent e-mail: zoellners@usd416.org

District Name: Louisburg Unified School District #416 District Phone: (913) 837-1700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Jimmy Allen

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 2 Elementary schools
(per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
4 Total schools in district
2. District per-pupil expenditure: 8775

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | | | # of Males | # of Females | Grade Total |
|---------------------------|------------|--------------|-------------|--|----|------------|--------------|-------------|
| PreK | 0 | 0 | 0 | | 6 | 0 | 0 | 0 |
| K | 0 | 0 | 0 | | 7 | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 | | 8 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 | | 9 | 64 | 84 | 148 |
| 3 | 0 | 0 | 0 | | 10 | 69 | 71 | 140 |
| 4 | 0 | 0 | 0 | | 11 | 53 | 54 | 107 |
| 5 | 0 | 0 | 0 | | 12 | 68 | 47 | 115 |
| Total in Applying School: | | | | | | | | 510 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| | | |
|-----|---|------|
| (1) | Number of students who transferred to the school after October 1, 2009 until the end of the school year. | 6 |
| (2) | Number of students who transferred from the school after October 1, 2009 until the end of the school year. | 10 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 16 |
| (4) | Total number of students in the school as of October 1, 2009 | 513 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.03 |
| (6) | Amount in row (5) multiplied by 100. | 3 |

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 18%

Total number of students who qualify: 92

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%

Total number of students served: 38

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>1</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>12</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>20</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>2</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---------------------------------------|-------------------------|-------------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>2</u> | <u>0</u> |
| Classroom teachers | <u>29</u> | <u>4</u> |
| Special resource teachers/specialists | <u>7</u> | <u>6</u> |
| Paraprofessionals | <u>5</u> | <u>0</u> |
| Support staff | <u>11</u> | <u>5</u> |
| Total number | <u>54</u> | <u>15</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96% | 97% | 97% | 95% | 98% |
| Daily teacher attendance | 96% | 96% | 95% | 96% | 95% |
| Teacher turnover rate | 14% | 8% | 9% | 6% | 3% |
| High school graduation rate | 100% | 99% | 100% | 97% | 99% |

If these data are not available, explain and provide reasonable estimates.

At the conclusion of the 2008-2009 school year four of the five teachers that did not return the following year retired. This led to a 14% turnover rate for the 2009-2010 school year. The turnover rate for the 2010-2011 was 3%.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

| | |
|--|--------------------|
| Graduating class size: | <u>132</u> |
| Enrolled in a 4-year college or university | <u>44%</u> |
| Enrolled in a community college | <u>43%</u> |
| Enrolled in vocational training | <u>4%</u> |
| Found employment | <u>7%</u> |
| Military service | <u>2%</u> |
| Other | <u>%</u> |
| Total | <u>100%</u> |

PART III - SUMMARY

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“Challenging all to learn to their highest potential,” Louisburg High School’s mission statement is the foundation upon which we have established our school. The mission guides our long-term vision and our daily decisions. In our academic culture, we insist that learning is a life-long endeavor and that excellence is the standard by which we must measure ourselves.

Louisburg High School stands as a landmark of the city and is in pristine condition through the efforts of a supportive community that has valued education for over 100 years. Rural Louisburg is located just south of the Kansas City metro area. The 500 plus students who attend Louisburg High School represent not only generations native to the area but also an influx of families moving to Louisburg specifically seeking the excellence in education our school provides. When students enter our school, they join a culture of high expectations where all are challenged to learn to their highest potential.

Our students are reminded that those who were here before have set a norm of excellence through numerous awards for educational distinction. Banners boasting excellence on state assessments hang throughout the hallways, and the 2010 Governor’s Award for academic achievement is proudly displayed in our trophy case. The local newspapers regularly publicize achievements by the students of Louisburg High School. These souvenirs challenge students to achieve beyond past recognitions and to stake a claim to their own success.

Our students benefit from long-standing support of education by the people of Louisburg. The community wraps the school with both tangible and intangible support, from excellent facilities to attendance at special events. The football game on Friday night is not just a high school activity; it is an all-community event. The band will play the fight song on their march from the school to the stadium with a police escort and will be led onto the field by the local VFW and American Legion; all to the cheers of students and community members alike. This year, the Cats brought home our first State Football Championship, to the pride and acclaim of the community.

Teachers at Louisburg High School develop their curricula to address the needs of each student who comes through our doors. Through a culture of collaboration, we invest in the success of all students, adjusting the curriculum to meet the changing needs of students for the 21st century. Our faculty learns with its students and leads by example. Staff members at LHS have been recognized for their contributions to education at both the state and national levels. Over half the staff holds a master’s degree or higher, and four more are currently in the process of completing their master’s degrees.

Through the philosophy of Professional Learning Communities, our staff and administration have worked diligently to provide support systems for all our students to learn to their highest potential. Louisburg High School is large enough to offer a comprehensive curriculum and a full complement of extra-curricular activities while still small enough to personalize the education experience. By adapting our schedule creatively, we can address the needs of students more specifically, such as in our freshman transition program (Operation PASS: Preparing for Academic Student Success), our positive reinforcement-based seminar schedule (Halftime), and our once-a-week, grade-level based schedule (Flextime), thereby setting a strong foundation for all students. For those students needing additional assistance to reach their potential, we offer intervention programs such as Overtime (a non-disciplinary program to help students avoid zeroes in the grade book), Read Right (a comprehension-based reading program), and e2020 (a technology based program that allows students to earn credit in a non-traditional method within the school day). This multi-tiered level of support systems assures that we can meet the needs of all our students. Reaching the coveted Standard of Excellence on the Kansas State Assessments in both reading and mathematics the last four years in a row and achieving a five-year school average ACT score of 22.9 confirms that our learning strategies are improving student achievement.

Our community mandates high expectations in its schools, and Louisburg High School embraces that challenge. The commitment to provide our students with the skills necessary for success in the 21st century is achieved by using best practices in teaching and leadership, offering a rigorous curriculum, and instituting support systems to meet the needs of all students. Louisburg High School is an educational model of excellence because our atmosphere of academic quality is complemented by a focus on the needs of individual students both in and out of the classroom. This exceptional combination assures the stakeholders of Louisburg High School that we will continue to live by our mission statement: “Challenging all to learn to their highest potential.”

1. Assessment Results:

As Louisburg High School challenges all to learn at their highest potential, state assessments hold teachers and students accountable to demonstrate basic skills and curricular goals. The state of Kansas requires each accredited school to administer the state assessments in reading, writing, mathematics, science, and social studies. These tests are prepared and administered through the Center for Educational Testing and Evaluation at the University of Kansas. State assessment tests are based on the Kansas State Standards. The Louisburg High School Building Report Card, containing the state assessment results, may be found at the following URL address:

http://svapp15586.ksde.org/rcard/building.aspx?org_no=D0416&bldg_no=5972

The state assessments are part of the Kansas Quality Performance Accreditation process. Kansas Reading and Mathematics Assessments must be administered to all students by the end of grade eleven.

Performance on the Kansas assessment is based on five proficiency levels: Exemplary, Exceeds Standards, Meets Standards, Approaches Standards, and Academic Warning. Students who score in the top three categories are considered proficient.

Patterns of achievement in reading over the last five years have shown a dramatic increase. In 2005-2006, 87% of our students met or exceeded standards. The following year that percentage increased to 94% and remained stable for the next three years. In 2009-10, four years ahead of the No Child Left Behind mandate, 100% of our students met the standard on the reading assessment. Furthermore, the percentage of students who scored in the top two categories followed a similar path. In 2005-06, 63% of our students scored in the “Exceeds Standards” or the “Exemplary” category. In 2006-07, the number of students who scored in the top two categories reached 70% and remained stable through the 2008-09 school year. Again, a significant jump took place in the 2009-10 school year when 86% of our students scored in one of the top two categories.

From 2005-06 to 2008-09, the gap between the number of students who scored in the “Meets Standards” category compared to those who scored in the “Exceeds Standards” and “Exemplary” category ranged between 23% and 26%. That gap was closed the following year to 14%. In 2009-10, all juniors at Louisburg High School were reading at the Kansas state standard, and more than eight out of every ten were reading at a level higher than the standard set by the state.

Patterns of achievement in math over the last five years have shown a steady increase. In 2005-2006, 83% of our students met the standard on the Kansas state assessment, and the following year 82% of our students met the standard. A moderate increase took place in 2007-08 when that percentage increased to 88%. However, during the two years that followed, the most significant increases occurred. In 2008-09, the number of students who met the standard jumped to 97%, and in 2009-10 that percentage was 98%.

The percentage of students who scored in the “Exceeds Standards” and “Exemplary” categories has also increased over the last five years. In 2005-06, the percentage of students who scored in the top two categories was 33%, and in 2006-07 it increased to 42%. Significant improvement was made in 2007-08 when over half of our students reached one of the top two categories. That percentage has remained consistent the last three years with a high of 60% in 2008-09. In recent years, nearly all juniors at Louisburg High School met the Kansas state standard, and over half exceeded the standard set by the state.

The improvement in Kansas Assessments in both reading and math has been a continuous, deliberate, school-wide focus for Louisburg High School. Consistency in improving upon higher percentages while

maintaining strong performance levels represents the continued challenge faced by all teachers across the learning spectrum.

2. Using Assessment Results:

Data is intrinsic to the way we make decisions across the board. We use a variety of assessment tools such as MAP (Measures of Academic Progress), Kansas State Assessments, STAR, ACT scores, and local assessments. Through collaboration, we identify areas of strength and weakness for each student and develop a plan for skills training. Each department creates SMART Goals and designs curriculum around the specific needs of students as demonstrated by assessment results. Whether it is planning for professional development, analyzing areas targeted for growth within our core curriculum, or rewarding students for their success through celebrations, every decision is research based and data supported.

One example of the way assessment information affects student learning is through OTL. Kansas allows schools to use Opportunity to Learn testing (OTL). Teachers use results of a local assessment (MAP) to target students who may need additional instruction. These students are then tested early. Results from these early assessments are analyzed, and further instruction, if needed, is based on areas of weakness.

The data analyzed by collaboration teams has influenced our daily schedules by extending our school day to accommodate programs created to address students' needs. For example, our Halftime program allows students the opportunity to work with teachers on an individual basis, Flextime allows teachers to work with students on specific indicators towards state assessments, Primetime allows for remediation of students, and Read Right addresses the needs of students reading significantly below grade level.

By communicating data results with all staff members, teachers in all subject areas are able to enhance their curriculum with effective learning strategies to assure student success and add academic rigor. For example, weakness on the math concept of slope indicator (rise over run) was identified; therefore, the math department trained the rest of the staff to apply the concept across the curriculum. Weakness in identifying word parts rallied the language arts department to use interactive technology so students could independently practice and learn affixes. Curriculum wide, teachers began to focus on word parts related to their content areas. As a result of this concerted effort, math and reading scores improved in these areas.

3. Communicating Assessment Results:

Louisburg High School understands the importance of communicating assessment results with all stakeholders. The first means of communication is with each individual student. It is the norm for students to anxiously await the results upon the completion of their tests because they understand the importance and expectations placed on state assessments. Each student receives their results in a one-on-one conference with their classroom teacher. State language is used throughout the process so that students are familiar with the meaning of these terms. Much of this communication takes place during our weekly Flextime when math and reading teachers work with students on specific state indicators.

Students also have access to their individual scores through the Parent Portal internet site. Overall school scores are reported in announcements and in the school newspaper. Data results are shared and celebrated with students throughout the year. For example, once a year we commemorate receiving the Standard of Excellence with a celebration in which all students, regardless of their individual results, share in a special day created by the staff.

State assessment data is used in communication with parents when making class placement decisions. Individual scores are posted on Parent Portal for parents to review. Parents and Student Services use assessment data when considering placement in extended classes such as Algebra-Extended, Geometry-Extended, and Read Right. Parents, students, and teachers work together when placing students in courses that may require a student to sacrifice an elective in lieu of needed academic work or challenge themselves to take a more rigorous course.

Overall progress of the school in assessment scores is reported to parents and the wider community through a variety of media. The high school site council and the USD #416 Board of Education receive detailed reports on each set of assessment results and on long range trends. School officials also report and explain overall scores to community groups such as the Lions Club and the Rotary Club. Assessment scores are publicized on the school web-site and in the local newspapers.

State Assessment scores drive much of the academic program at Louisburg High School. By keeping students, teachers, parents, and the community current with our assessment results we are constantly reminded of the high expectations we have established. Academic success is celebrated at Louisburg High School in the same way that we celebrate achievement on the football field, in the concert hall, and in all arenas.

4. Sharing Lessons Learned:

Louisburg High School has achieved success with several significant strategies and has shared these with schools within our district and across the state. We have also had opportunities to share strategies on the national level. In turn, many ideas from the broader educational community have been incorporated in our program.

Three specific strategies implemented at LHS have received particular attention from other professionals. Operation PASS (Preparing for Academic Student Success) addresses the critical transition between the middle and high school years. The Graduation Research Project (GRP) provides our seniors with hands-on experiences and represents the culmination of their K-12 experience. Read Right addresses the specific needs of struggling readers. The program uses one-on-one interactions in an intense, sequential format to identify reading levels and move learners forward. These strategies have all emerged from our school-wide Professional Learning Communities which foster positive collaboration within our staff.

Our district emphasizes vertical teaming to share ideas throughout the system. Recently, Louisburg Middle School adopted both Operation PASS and Read Right based on the high school model. The Graduation Research Project has influenced teaching throughout our district. Students as young as second grade are taught proper researching skills that will be used on their GRP.

Educators from across Kansas visit Louisburg in search of strategies to improve their schools. Additionally, our staff travels to other locations sharing our successes. Core teachers attend league meetings where they explain our programs. Several of our teachers are members of KEEN (Kansas Exemplary Educators Network) which is dedicated to the improvement of schools in our state. Schools of education frequently send student teachers to Louisburg High School because of their high regard for our school.

Staff members work actively in their respective professional organizations and present at state and national conferences. The administration has shared Operation PASS at several state conferences and at the NASSP National Conference. Our teachers have presented at meetings of the Kansas Library Association, the Kansas Bandmasters Association, the Kansas Association of Teachers of Mathematics, and the Kansas Music Educators Association. Articles about our programs have appeared in professional publications such as "Referee Magazine," "Principal Leadership," and "Teaching Music."

At LHS we search for innovative ways to help all learners succeed. As we find successful strategies to accomplish that goal, we are pleased to share them with the broader educational community, thereby advancing student achievement beyond the walls of Louisburg High School.

1. Curriculum:

Louisburg High School offers two avenues to complete the approved Kansas graduation requirements. Each requires a total of 27 units of credit. Students choosing a general diploma will complete:

- 1 unit -Physical Education
- 1 unit -Fine Arts
- 1 unit -Computer Applications/Data Processing
- 3 units -Mathematics
- 3 units -Science
- 3 units -Social Science
- 4 units -Communication Arts
- 11 units -Electives

College-bound students may choose the approved Board of Regents Curriculum:

- 1 unit -Physical Education
- 1 unit -Fine Arts
- 1 unit -Computer Applications/Data Processing
- 4 units -Mathematics (Algebra 1 and above)
- 3 units -Social Science
- 4 units -Science (including Chemistry and Physics)
- 4 1/2 units -Communication Arts (including ½ unit of Speech, Debate, or Forensics)
- 2 units -Foreign Language
- 6 1/2 units -Electives

Both diplomas also require successful completion of the Graduation Research Project (GRP). The GRP is a project based on a student's area of interest. It includes action research, documented activities, in-depth reflection, research writing samples, and a summative portfolio. The GRP culminates in a formal oral presentation before a panel of staff, community members, a mentor, and peers.

Language Arts prepares students for the critical thinking, reading, research, and writing required by state standards. Both pre-AP and AP Language and Literature composition classes are offered to increase rigor and prepare students for higher academic pursuits. Courses include Writing for the Media, Video Production, Novels, Creative Writing, and Poetry. This year, 112 students participated in Debate, Forensics, and Theater classes. Twice, in recent years, Louisburg has won the state 4A two-man debate tournament.

The math curriculum is delivered through hands-on, student-centered, discovery methods. From Math Skills to AP Calculus, students engage in multiple tracks to achieve mathematic literacy. Nine different math courses prepare students for the state assessments, the ACT, and the Regents Diploma.

Enrollment in science exceeds 90% of the student body. Classes include Integrated Science, Biology, Chemistry, Physics, AP Biology, Agricultural Science, and Plant and Animal Science. The faculty engages students in a variety of strategies based on best practices, i.e., effective hands-on inquiry, the five unifying concepts, and collaborative group work. In 2009-2010, 96% of students taking the state assessments in science achieved the "meets standards" criteria or better. Nearly half the students achieved "exceeds standards" or "exemplary."

Social Science provides content covering the vast stretch of human history. Additionally, students witness the evolution of modern government focusing on the role of the individual in a democracy. In order to challenge all students to their highest potential, the social science department uses learning target packets and quizzes to ensure that students master the material outlined in the state standards.

Over 400 students participate in the visual and performing arts. The marching band, which includes 20% of the student body, has performed in five states and the District of Columbia. Recently, the marching band traveled to Indianapolis to perform at the Indy 500 Race. The concert band has performed at the Kansas Statehouse, and the jazz band has played at games for three professional teams. The Choral Department also includes 20% of all students in three vocal ensembles. Musicians sing from memory in several foreign languages including Slovak, Latin, Hebrew, Italian, and Spanish. The Select Choir has been invited to perform at the 2011 Kansas Music Educators Association state meeting. The Art Department enrolls 40% of our students in a wide range of courses including stained glass, ceramics, sculpture, art fundamentals, and professional art. Students are prepared for higher education through portfolio development. LHS annually stages a major musical stage production and a theatrical play.

LHS students participate in a variety of physical activities featuring cardio-respiratory endurance, flexibility, and muscular strength and endurance. They are taught to take responsibility for their own health attitudes and behaviors. Approximately 65% of students are enrolled in physical education. The health curriculum is embedded in our freshman course. Physical education is highlighted by guest speakers, martial arts, weight training, and swimming. Unique to our offerings is an officiating class that allows students to become registered referees with the state activities association.

Foreign language classes are offered in Spanish I through IV. These are a series of developmental courses designed to achieve proficiency in oral comprehension and conversational skills. Activities are grounded in brain-based research and real-world application. Appreciation for language and culture is achieved by novelty activities (such as scavenger hunts), authentic application (reading bilingual newspapers), skits, and creation of cartoon strips. This year, a group of LHS students and their teachers will travel to Spain seeking to broaden their language skills.

The LHS curriculum is designed to provide both a wide general education and in-depth study in selected areas. Beyond the core courses, students have a diversity of choices. Our curriculum encourages all to identify their goals, develop their leadership abilities, and become responsible citizens.

2. Reading/English:

Louisburg High School Language Arts is a program that continually evolves to serve individual differences as students' needs change. Through collaboration we have developed a curriculum guide to steer course content. At the same time, we encourage teacher creativity and innovation to design and implement individualized lessons in the classroom.

Our school's literature-based English curriculum is vertically aligned grades nine through twelve. Literature is the key component that supports the standards the state of Kansas requires as demonstration of proficiency. Selections are carefully chosen in a variety of genre to facilitate teaching multiple skills such as literary devices, vocabulary, and critical thinking. Relevance is emphasized through themed units and related peripheral texts. Students demonstrate understanding through project-based learning, technology-based learning, independent reading, small and large group discussion, and oral presentation, as well as in all types of writing: persuasion, exposition, analysis, and narration. In addition, students learn researching skills throughout the curriculum, culminating in the Graduate Research Paper, achieved in cooperation with the Social Science Department. Finally, all students are also required to participate in the school-wide reading program, Accelerated Reader, for which they are required to read a minimum of at least one approved book per quarter and pass a quiz at a minimum of 70 percent accuracy.

Our school makes multiple efforts to improve the skills of students reading below grade level. We use diagnostic tools such as the 8th grade state reading assessment, MAP testing, teacher recommendation, and student/parent requests to place students reading three grades below level into our Read Right Program. Read Right addresses the needs of students through re-teaching, using small group settings and working from a fluency model. It is comprehension-based rather than phonics-based. Within the regular classroom, teachers have, over years of professional development, incorporated a number of reading strategies to facilitate comprehension, such as individualized content-wide reading, ICQ (an annotative reading strategy that focuses on inference, connection, and questioning), and content-based vocabulary

development. The focus of these strategies enables students to identify text features, text structures, and text types to increase comprehension across the curriculum.

Reading comprehension is a critical factor in the development of classroom instruction. Through our curriculum and reading interventions, we challenge all to learn to their highest potential.

3. Mathematics:

At Louisburg High School our philosophy is not to force students to fit into our system; instead, we modify our system to fit the students. We set a goal each year for every student that takes the Kansas State Math assessment to at least meet the standard on the test. By aligning the curriculum to the state indicators, employing simulations to real-life skills, and adapting methods that apply to the specific needs, students demonstrate proficiency and extend their skills to their maximum potential. This concept requires the math curriculum to continually evolve based on the shifting needs of all of our students.

The high school math career for most students will begin with either Algebra I or Geometry, followed by Algebra II, Advanced Math, and then our capstone course, AP Calculus. This delivery model is effective and efficient for most students. However, we recognize that each student progresses at his or her own pace; we understand it is our responsibility to assist each student to make academic progress.

Through diagnostic methods that include MAP testing, STAR testing, teacher recommendation, and analysis of past state assessment results, teachers, through collaboration, determine the specific course placement to meet the needs of individual students. For example, a student that may struggle to pass Algebra I as a freshman may be better suited to take Geometry-Extended in lieu of Geometry. We offer extended classes in both Algebra and Geometry for students who would benefit from having math on a daily basis. Students who continue to struggle may be counseled into e2020 for independent math, an individualized independent computer-based math course. For students who struggle the most in math we also offer a Math Skills course that focuses on direct instruction and individual skill development through use of the ALEKS program, a self-paced computerized skills enhancement program.

Due to the rigor of the Kansas State Math Assessment a small percentage of students do not demonstrate competence the first time they take the test. For these students Kansas offers an early test (Opportunity to Learn). Using diagnostic information about identified students, teachers address specific needs of students through small-group instruction during Flextime, summer school remediation, and Primetime opportunities before or after school.

Based on the results of the state assessment data Louisburg High School's evolving flexible program model fits the needs of our students.

4. Additional Curriculum Area:

The Social Studies Department has developed learning targets that address the essential knowledge and skills that must be mastered by all students within each class. These targets are used as the springboard from which higher levels of application and analysis are taught. As a result, our students have obtained a greater knowledge of the content and have become stronger independent thinkers.

Learning target packets are lists of questions that specifically relate to each of the state standards. Target questions organize material that will be taught in the class and will be seen on the state assessment. In a typical sequence, a new standard is first covered in a class period. At the beginning of the next meeting students must answer the target question connected to that standard. These targets are used by the students throughout the remainder of the semester in preparation for exams and assessments.

As with all of our departments, the Social Studies Department provides modifications to help reach the learning targets for all of our students. Modifications include reducing the number of multiple choice options within each test question, chunking essay questions, and reducing assignments to essential

information. Keying on student interests gives relevant perspective to historical events. Music and movie clips are used to connect the past to the present. Multiple teaching paths and support systems assure that all students acquire the essential set of knowledge and skills needed to move to higher levels.

Scaffolding on this common set of skills, students are challenged to move forward. Two advanced placement classes, American History and U.S. Government, open enriched opportunities. A rigorous graduation research paper in social studies is required of every student in our school. Complex activities such as role-playing, mock trials, and projects are employed. Recently, our Sociology class studied the equalities and inequalities in American education. To reinforce the activities and material taught in the classroom, students took a class field trip to an inner-city school which opened dialogue and broadened perspectives.

Our Social Studies Department is organized to provide a challenging curriculum grounded on an identified set of essential knowledge and skills. All students are provided these through a variety of effective, data-based methods. Advanced skills flow from the common foundations. In this way, Social Studies challenges all to learn to their highest potential.

5. Instructional Methods:

Differentiation in instructional methods is the key to Louisburg High School's success. We serve college-bound students headed for professional careers, technical school-bound students headed for jobs in the trades and agri-business and students that are eager to enter the workforce upon completing high school. Within these subgroups are students with special needs at both ends of the spectrum. The specific needs of these subgroups require us to use our block schedule to provide varied instructional methods that address different learning styles. Individualized instruction is accomplished by extended math classes, e2020 (individualized second opportunity to succeed), Seminar, Gifted program, class within a class, and paraprofessionals in the classroom.

The extended class time in a block schedule challenges teachers to employ various instructional methods to address all learning styles. For example, in a science class, an inquiry-based lab raises the questions, the lecture grounds the experience, and cooperative learning groups restate the questions so that students can process the answers at their levels. Students learn from the experience, from the teacher, and from one another. Teachers adapt content and methods to the students with brain-based activities, and manipulatives; with simulations, and with technology-based presentations; with field trips, field research, and visits to experts in the field; with cooperative and project-based learning; and with direct instruction, note-taking strategies, and study skills.

An extension of the hands-on instruction in authentic venues occurs in student-produced activities such as our fashion show, senior citizens' dinner, Cat's Alley school store, student-run newspaper and yearbook programs, FFA greenhouse/horticulture business project, student traffic court, Graduation Research Project (GRP), LEO service club, Foreign Language Spain trip, and Freshman Historical Opportunity Washington, D.C. trip.

We take great care to vary instructional methods offered to students with special needs. Specifically, we carefully monitor individualized education plans and 504 plans, modifying lesson presentations, assignments, and assessments; we offer class within a class, working cooperatively with a special education teacher to modify assignments and expectations; and we utilize paraprofessionals in the classroom to offer our students the individual instruction they may need. By personalizing student learning we strive to make sure all of our students reach their highest potential.

6. Professional Development:

The key to professional development at LHS is communication among staff members. That open communication begins with the Leadership Team and continues through the departments. Through Professional Learning Communities, we have successfully developed collaborative opportunities for staff

members to learn, refine, and apply learning strategies that will help our students. We take advantage of any chances to see good educational practices in action, and we work with experts to support student learning and align our academic standards.

“Late-Start Wednesdays” have provided the staff time to work together through faculty meetings, department collaboration, and program units such as grade level, Operation PASS, and GRP teams, always with the goal of improving instruction. Collaboration time has improved student achievement by promoting common assessments, insuring curriculum alignment based on academic standards, and focusing on SMART goals.

In-service activities are designed to give staff members a wide understanding of best practices. Current issues such as use of technology and prevention of bullying are a part of our programs. We use internal and external expertise during in-services to provide the staff with rich and varied learning experiences.

Departments are encouraged once a year to tailor in-services to meet their specific needs. These days allow staff to travel to other schools, universities, museums, businesses and other locations where teachers can gain knowledge to enrich their classrooms. After these field experiences teachers report back to share the new insights they have gained.

We are open to innovation while providing the best practices for our students. We want to see how programs work for others and then refine and implement them in our school. In 2007, staff members traveled to Adlai Stevenson High School in Lincolnshire, IL to study the concept of Professional Learning Communities. That trip led to the successful implementation of PLC philosophies in our school. Read Right was studied by staff members on a trip to Texas, leading to implementation in our school.

Peer-to-peer learning is encouraged through vertical collaboration and the mentorship program. Teachers are encouraged to continue their education with financial assistance from the district. Professional Development Points for re-licensure are awarded based on established standards.

Our staff understands that learning is a life-long activity and that refining best practices in instruction supports student learning. Our multiple-front approach to professional development has helped our students achieve top scores and challenges our staff to learn to their highest potential.

7. School Leadership:

The leadership philosophy of Louisburg High School is based on fundamentals of the Professional Learning Communities model. A willingness to learn, shared decision-making, and collegiality are hallmarks of our school. Change is tempered by consistency within the staff and administration. Our current principal served seven years as assistant principal before assuming the lead. The administration keeps the program on-mission: challenging all to learn to their highest potential. That mission holds administrators, teachers, staff, and students accountable. With this philosophy established, improving student achievement is the basis of the decision-making process.

Our mode of leadership encourages stakeholders to participate in decision-making. The administration works with the Leadership Team (one staff member from each department) and other teams in developing, implementing, and fine-tuning initiatives while maintaining a common vision. Collaborative teams provide avenues of communication within our community of learners; team members share information, listen to opinions, make curricular adjustments, and communicate with the administration.

Teachers are respected as experts in their field and given the active role of determining which actions best promote student achievement. Learning strategies used to improve the learning environment are initiated by both the administration and teaching staff. It is the administration’s goal is to provide staff with data, resources, and time to make positive and effective decisions.

The development of our “Halftime” program is a perfect illustration of collaborative leadership making an effective change to meet the learning needs of our students. As a learning community we identified that

students needed time to work one-to-one with teachers, study independently, and receive positive reinforcement for meeting academic and behavioral expectations. We decided to adjust our existing seminar period to meet these needs. Students can now qualify for a fifty-minute period to study independently, work with their teachers, or communicate with peers. Students who do not qualify remain in their seminar classrooms to study, complete homework, or meet with teachers. Grades are monitored every 4.5 weeks, and students meeting expectations earn the reward. A result of this program is continued improvement in student achievement.

Louisburg High School provides programs based on current research designed to improve achievement through effective use of time and resources. Leadership's consistent message and ownership by the staff coincide to provide a culture in which excellence is the expectation. High student achievement thrives because the administration empowers its staff, supports professional growth, and challenges all to learn to their highest potential.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Kansas State Math Assessment

Edition/Publication Year: 2006 Publisher: Kansas State Department of Education

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Meets Standard | 98 | 97 | 88 | 82 | 83 |
| Exceeds Standard and Exemplary | 54 | 60 | 54 | 42 | 33 |
| Number of students tested | 127 | 141 | 116 | 119 | 116 |
| Percent of total students tested | 100 | 100 | 99 | 98 | 100 |
| Number of students alternatively assessed | 2 | 5 | 5 | 3 | 3 |
| Percent of students alternatively assessed | 2 | 4 | 4 | 3 | 3 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| NOTES: In Kansas there must be 30 or more students in a subgroup for data to be collected. Our subgroups are not statistically significant to report data. "Proficient" is designated as "Meets Standard" in Kansas. "Advanced" is a combination of "Exceeds Standards" and "Exemplary" in Kansas | | | | | |

11KS3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: Kansas State Reading Assessment

Edition/Publication Year: 2006 Publisher: Kansas State Department of Education

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Meets Standard | 100 | 94 | 93 | 94 | 87 |
| Exceeds Standard and Exemplary | 86 | 68 | 70 | 70 | 63 |
| Number of students tested | 124 | 136 | 113 | 117 | 102 |
| Percent of total students tested | 100 | 100 | 100 | 99 | 99 |
| Number of students alternatively assessed | 1 | 1 | 3 | 3 | 3 |
| Percent of students alternatively assessed | 1 | 1 | 3 | 3 | 3 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| NOTES: In Kansas there must be 30 or more students in a subgroup for data to be collected. Our subgroups are not statistically significant to report data. "Proficient" is designated as "Meets Standard" in Kansas. "Advanced" is a combination of "Exceeds Standards" and "Exemplary" in Kansas | | | | | |

11KS3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Meets Standard | 98 | 97 | 88 | 82 | 83 |
| Exceeds Standard and Exemplary | 54 | 60 | 54 | 42 | 33 |
| Number of students tested | 127 | 141 | 116 | 119 | 116 |
| Percent of total students tested | 100 | 100 | 99 | 98 | 100 |
| Number of students alternatively assessed | 2 | 5 | 5 | 3 | 3 |
| Percent of students alternatively assessed | 2 | 4 | 4 | 3 | 3 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| NOTES: In Kansas there must be 30 or more students in a subgroup for data to be collected. Our subgroups are not statistically significant to report data. "Proficient" is designated as "Meets Standards" in Kansas. "Advanced" is a combination of "Exceeds Standards" and "Exemplary" in Kansas. | | | | | |

11KS3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Meets Standard | 100 | 94 | 93 | 94 | 87 |
| Exceeds Standard and Exemplary | 86 | 68 | 70 | 70 | 63 |
| Number of students tested | 124 | 136 | 113 | 117 | 102 |
| Percent of total students tested | 100 | 100 | 100 | 99 | 99 |
| Number of students alternatively assessed | 1 | 1 | 3 | 3 | 3 |
| Percent of students alternatively assessed | 1 | 1 | 3 | 3 | 3 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 2. African American Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 3. Hispanic or Latino Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 4. Special Education Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Meets Standard | | | | | |
| Exceeds Standard and Exemplary | | | | | |
| Number of students tested | | | | | |
| NOTES: In Kansas there must be 30 or more students in a subgroup for data to be collected. Our subgroups are not statistically significant to report data. "Proficient" is designated as "Meets Standard" in Kansas. "Advanced" is a combination of "Exceeds Standards" and "Exemplary" in Kansas | | | | | |

11KS3